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ABSTRACT

Two three-week institutes in adult basic education, with emphasis on teaching English to speakers of other languages or dialects, were held at the University of Wisconsin in the summer of 1969. The institutes attempted to train and upgrade a number of culturally and linguistically sophisticated language teachers for adult basic education so that their skills would help remove the barriers hindering adults having an eighth-grade education or less whose linguistic backgrounds differ from those of speakers of standard American English. This document reports on the purpose, curriculum, curricular resources, additional sessions, speakers and consultants, dissemination of research and materials, recommendations, and conclusions and results of these institutes. Additional information consists of recruitment forms, instructional staff materials, various schedules, and lists of instructional staff and participants. (JM)

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Final Report

# INSTITUTES IN ADULT BASIC EDUCATION

Three week Institute for Training Experienced Teachers to Teach Standard English to Adults with an Education Equivalency of Eighth Grade or less

## (A TESOL Project)

Project Number: 950109

Contract Number: OEC-0-9-591109-4237 (323)

The University of Wisconsin—Milwaukee
College of Letters and Science
Department of Language Laboratories
Milwaukee, Wisconsin 53201

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Submitted to the
U.S. Department of
Health, Education, and Welfare

Office of Education
Adult Education Branch

CS 203 240

## Abstract

The two three-week institutes in Adult Basic Education with emphasis on Teaching English to Speakers of Other Languages — or Dialects — attempted to train experienced teachers and retrain Adult Basic Education teachers in the use of culturally appropriate and linguistically sound material, methods, and curriculums in teaching Standard English as a second language to adults with an educational equivalency of eighth grade or less. Emphasis was placed on the evaluation of language instruction as related to cultural and linguistic interference. Great emphasis was placed on the redirection of attitudes toward nonstandard dialects of English and other languages, while understanding the innate complexity and underlying similarity of dialects. The ultimate objective was to train and upgrade teachers in hopes that their skills will contribute to the removal of linguistic barriers to full participation in society by those whose linguistic backgrounds differ from speakers of Standard American English.

The curriculum included: applied linguistics, with particular reference to contrastive analysis and modern foreign language teaching; language and culture with particular emphasis on folkloristic and anthropological reference to language as a cultural artifact; methods and practicum in teaching Standard English as a second language or dialect; psychology of the adult learner, including not only Thorndikian theory exploration but also emphasis on the value of sensitizing teachers to the sensibilities of their learners; curriculum and materials appropriateness for specific language-cultural groups was explored.


## Purpose

The two three-week institutes in Adult Basic Education with emphasis on Teaching English to Speakers of Other Languages — or dialects — at The University of Wisconsin—Milwaukee attempted to train experienced teachers and retrain Adult Basic Education teachers in the use of culturally appropriate and linguistically sound materials, methods, and curriculums in teaching Standard English as a second language or dialect to adults with an education equivalency of eighth grade or less. Particular emphasis was placed on the evaluation of language instruction in the light of cultural as well as linguistic interference problems. Another primary objective of the institute involved the redirection of attitudes towards nonstandard dialects of English and other languages, emphasizing the innate complexity and underlying similarity of various dialects. Such emphasis, of course, was secondary to the main purpose of the institutes; namely, to train and upgrade a number of culturally and linquistically sophisticated language teachers for Adult Basic Education in hopes that their skills would contribute to the removal of linguistic barriers to ful' participation in society by those whose linguistic backgrounds differ from speakers of Standard American English.

## Curriculum

*Summary of Areas*

1. Applied linguistics with particular reference to contrastive analysis and modern foreign language teaching.

2. Language and culture emphasizing folkloristic and anthropological information about language as a cultural artifact.

3. Methods in teaching standard English as a second language or dialect.

4. Practicum in teaching standard English as a second language or dialect.

5. Psychology of the adult learner.

6. Curriculum and materials concentrations on the appropriateness and inappropriateness of curriculum plans and classroom materials for specific language-culture groups.

*Applied Linguistics*

The primary objectives: (1) to present a selected range of basic linguistic concepts and terminology and (2) to demonstrate the practical use of this information through specific analysis of the native language or dialect of the Adult Basic Education student. The objectives determined, rather naturally, the order of presentation. Initial material emphasized the basic concepts and terminology which the teachers will encounter in the available texts and materials for English as a Second Language. For instance, the teacher learned what phonemes and morphemes were and about theoretical systems for syntactic analysis and description. With this knowledge, the teacher will have a framework within which he can evaluate materials and create materials for his specific classroom situation. Follow-up material explored the native languages or dialects which the teachers will encounter in the classroom. Spanish and Black American dialects in particular were contrasted with standard English, and the specific language learning problems which the teacher can expect from interference between English and the native language or dialect were discussed.

*Language and Culture*

There were two primary aims of the language and culture course: (1) to familiarize teachers with the cultural backgrounds of minority groups with which they are in contact, and (2) to present specific cultural items which could be adapted to classroom use. Basic definitions related to the study of language and culture were offered in the first week, and concepts of folklore and culture were included in those definitions. Specific cultural information was given in the second week with emphasis on the cultures of Spanish-speaking people and of Afro-Americans. During the final week practical applications of expressive cultural forms to the teaching situation were discussed. This included

the adaptation of folktales and folksongs to the teaching of reading, writing, and language attitudes.

*Methods*

The methods section of the institute adopted as a policy the discovery of a practical methodology. In any given teaching situation there was no arbitrary acceptance of what has been done before teaching English as a Second Language in Adult Basic Education classes.

The audio-lingual method was the frame of reference for the inclusion of areas to be taught in the classroom. These areas were: situational dialogues, pattern practices, and minimal pair drills. The methods of teaching these content areas and the psychological implications of this methodology were investigated. The following tentative conclusions were defined:

SITUATIONAL DIALOGUE: A dialogue must be simple, appropriate to a definite situation, and yet transferable to other real-life situations with only minor changes.

LANGUAGE CONTENT: A dialogue must use the language typical of adults in a situation, and it must also use sentence patterns which need to be taught and which can be used in pattern practices.

PATTERN PRACTICES: Pattern practices must serve to awaken the students' responsiveness to language cues and to form habits whereby the language structure is internalized.

*Practicum Sessions*

The practicum sessions were designed (1) for demonstration, by the staff, of techniques for teaching English as a Second Language to Adult Basic Education students as described in the methods sections and, (2) as workshops for the preparation and demonstration of appropriate exercises by the participants.

The following kinds of exercises were used: situational dialogues relevant to particular Adult Basic Education groups, pattern practices derived from these dialogues, pronunciation (minimal pair) drills stressing the specific pronunciation difficulties of the students, and preparation, and/or adaptation of related reading and writing materials of appropriate difficulty.

Also included in the sessions were discussions of the use of visual aids with the above drills, lesson planning and the general scope and sequence of English patterns which might be considered at various levels of Adult Basic Education — English as a second language instruction.

The emphasis in the teaching of pattern practices was upon the specific objectives of the particular drills although a classification of the formal types of pattern practices was also included.

The participants prepared both individual demonstrations and a written final assignment consisting of a lesson plan for a stated group of

students with stated teaching objectives including a dialogue, several pattern practices, and a minimal pair drill.

*Psychology of the Adult Learner*

Traditional psychological models of the adult learner were examined, especially those which were mostly formed by Thorndike's theories. It was argued that these theories with emphasis on aging, intelligence, learning speed, and ability were not really adequate to convey an understanding of the adult learner. The shortcoming of this model was particularly acute in the light of the problems of ethnicity, say, for the designing of materials for Blacks or Mexican-Americans or for sensitizing teachers to the sensibilities of students.

Dispensing with the classical, universalistic psychological model, an eclectic social science approach was taken. With the emphasis on linguistic repertories and social structure, an attempt was made to educate the Adult Basic Education teachers to what the scientist has had to say about language skills according to social class and ethnic group.

Stigma was discussed since it is a function of minority life and of low status persons in general. The particular stigmas of illiteracy and poverty were examined with reference to the adult illiterate in the classroom or to the recent immigrant acquiring a second language and culture.

A final perspective was drawn of the American social and economic structure, how the Adult Basic Education teacher functions to place members of minorities into the social and economic systems of the society. Classroom procedures tried to integrate presentation from social science literature with the valuable but unsystematic observations of the Adult Basic Education teachers. Switching between the large picture and the problems presented from the teacher's own classroom situations, the course attempted to weld a systematic picture of Adult Basic Education programs into personal, concrete experiences.

*Curriculum and Materials*

This course was designed to afford the participants an opportunity to examine and acquaint themselves with the most modern audio-visual aids that are applicable to the training of the adult learner. Too, the course allowed the participants to become acquainted with textbooks currently available and to evaluate them in terms of appropriateness and adaptability to their respective programs. The course was designed to be flexible so that the participants could work in small groups with the instructors in order to prepare dialogues, pattern practices and other teaching materials that would be relevant to their own classroom situations.

## Related Curricular Resources

*Language and Social Stratification Seminar*

The July participants attended sessions of the Language and Social Stratification Seminar held on the campus July 15-17 which emphasized

the language of Negroes in American cities (fuller description of the Seminar is given in the Addenda, pp. 38-39). The seminar was scheduled during July so that the first session of the institute would run concurrently. Since the second session dealt exclusively with the teaching of English to Spanish oriented adults, no similar presentation during August was necessary.

*Urban Symposium*

Throughout the summer, the School of Education sponsored a series of lectures and discussions dealing with topics in urban education. A number of these, considered relevant were attended by both July and August participants. Though the quality of presentations was uneven, in general, some or all of the participants drew benefits from them (a list of presentations attended appear in Addenda pp. 36-37 and 40-42).

*Visits to Adult Basic Education Centers*

EL CENTRO HISPANO-AMERICANO: Small groups of participants in both the July and August sessions visited El Centro Hispano-Americano on the south side of Milwaukee. The visit was particularly beneficial to participants whose Adult Basic Education experience was limited to public school programs. The outreach aspect of the program and its success in holding students made the tour worthwhile. In addition the effective use of para-professional teachers was successfully demonstrated. Finally, the construction and operation of a low-cost, detachable unit language laboratory system was investigated. The laboratory of this Center had been designed and built in consultation with Dr. Robert F. Roeming and Mr. Donald Dovala of the Department of Language Laboratories, University of Wisconsin—Milwaukee. Many of the participants were made aware for the first time that language laboratory facilities were economically feasible.

Since Mrs. Helene Aqua, a staff member, has been educational director at EL CENTRO, a thorough explanation of the history and development of the Center was provided and locally produced materials were made available.

OPPORTUNITIES INDUSTRIALIZATION CENTER: Small groups of participants in both sessions toured this educational facility in the inner-city of Milwaukee. Unfortunately the educational program had just started, and the institute participants were not able to observe fully developed classes in operation. Futher, the attitude of the administration was such that discrete observation of classes was impossible. The program management seemed more concerned that the institute participants hear from the director rather than from the students and teachers. However, the management, operation, and purpose of the Center were well worth examining.

*Instructional Media Laboratory of*
*The University of Wisconsin—Milwaukee*

Participants in both sessions attended special afternoon media presentations four times during each institute. (A fuller description of

the presentations appear in the "Special Sessions" calendar for July and August, Addenda, pp. 36-37 and 40-42). In general, the participants felt that the hardware examined was not realistic in terms of Adult Basic Education budgets, but some profited from the opportunity of instruction in the operation of commonly available audi-visual equipment.

## Additional Sessions

*Wisconsin State Conference*

During the July session, participants attended a two-day state Adult Basic Education Conference.

*Tape Recorders, Language Laboratories, and Sound Studio*

In the evening, during both sessions, Mr. Arthur Heise, of the Language Laboratory staff, provided small-group instruction in (a) use and operation of tape recorders, (b) use and operation of language laboratories, and (c) preparation of materials in a sound studio. Only limited use was made of this opportunity; perhaps the time was bad, but, like the Instructional Media Laboratory presentations, in many cases participants felt the facilities might not be available in their local areas.

*Beginning and Intermediate Spanish*

Staff volunteers and native Spanish-speaking participant volunteers conducted beginning and intermediate Spanish classes, respectively, in the late afternoons. Spanish section participants (the beginning section) felt they could better appreciate the difficulty in learning a new language and were enthusiastic about the inclusion of such a course. The participants who conducted the intermediate class indicated that they benefited from what turned out to be an extended opportunity for practice teaching.

*Participant Presentations*

In addition to regular class participation and practice teaching appearances, a number of participants offered late afternoon presentations of locally prepared materials.

*Special Sessions*

See the "Special Sessions" calendar for July and August for a fuller specification of activities, addenda, pp. 36-42.

## Speakers and Consultants

### July, 1969

*Dr. Eugène Brière* — Associate Professor of Linguistics, University of Southern California; observed classes, consulted with the staff and program administration, and presented a lecture-discussion section on English language testing to the participants. He stressed, in particular, cultural fairness in testing and linguistic universals, drawing most of his examples

from his experience in constructing English language tests for the Bureau of Indian Affairs.

*Dr. David Harris* — Director, American Language Institute, Georgetown University and National President, Association of Teachers of English to Speakers of Other Languages (TESOL); observed classes and consulted with the staff. His presentation to the participants stressed the importance of a proficient organization for all teachers of English as a Second Language. (Further comment on TESOL-ABE interaction is made under "Conclusions and Results".)

*Mr. J. W. Jones-Robinson* — Associate Director for Management and Administration; Community Relations-Social Development Commission of Milwaukee County; observed classes twice during the institute and presented a lecture-discussions on the working of an urban "umbrella" poverty agency and indicated the position of Adult Basic Education in such a structure. In the July session, Mr. Jones-Robinson also discussed the role of language in the Black community and distributed a "primer" of current terms and expressions.

*Dr. Timothy Reagan*—Educational Systems Corporation; observed classes and met with the curriculum director. Dr. Reagan had visited the Vermont and New York institutes before coming to Wisconsin. Considerable time was spent in discussing and comparing the three institutes.

AUGUST, 1969

*Father John Maurice* — Director, El Centro Hispano-Americano and *Mr. Isidro Villa* — Coordinator, Adult Basic Education Waukesha County Technical Institute; presented a lecture-reaction-discussion program on the educational challenge of the Spanish-speaking adult. The resultant discussion proved extremely valuable in sensitizing many participants to the degree to which Spanish-speakers were using the Black community as a model in efforts towards self-determination.

*Dr. James Alatis* — Associate Dean, School of Languages and Linguistics, Georgetown University and Executive Secretary, Association of Teachers of English to Speakers of Other Languages (TESOL); observed classes with Mrs. Penelope Alatis, a graduate of the Georgetown Experienced Teacher Fellowship Program, consulted with the staff, and made an organizational presentation similar to that of Dr. Harris.

*Mr. Jesus Salas* — Executive Director, United Migrant Opportunities Services (UMOS); observed classes, consulted with the directors, and presented the participants with information concerning the function of Adult Basic Education in a large migrant resettlement program. Of particular interest to the participants was Mr. Salas' emphasis on the total needs of the Spanish-speaking migrant family and suggestions about how such needs can be reflected in a specific curriculum combining English as a Second Language with Adult Basic Education.

*Mr. Anthony Gradisnik* — Foreign Language Coordinator, Milwaukee Public Schools; visited the August session twice and provided pedagogical advice to the staff. In a special session, Mr. Gradisnik described Milwaukee's new bilingual program to interested participants.

*Dr. Robert Fox* — Department of English, University of Illinois and National Director, National Council of Teachers of English Spring Institutes; visited classes and consulted with the staff. Dr. Fox presented a lecture-discussion program on culture-free English Language testing to the August participants similar to Dr. Brière's presentation in July.

## Credits

Participants earned three hours credit in Curriculum and Instruction 176 (Principles and Methods of Teaching English as a Second Language) if they were undergraduates or three hours credit in Curriculum and Instruction 330 (Advanced Problems in the Teaching of Foreign Languages) if they were graduate students. (See "Conclusions and Results" for an account of the institute's effect on the future content of the latter course at University of Wisconsin—Milwaukee.

## Dissemination of Research and Materials

### *Teacher Attitude Change Study*

Pre-session and post-session questionnaires were designed to measure the changes teachers might undergo in the course of the training session (see Addenda, pp. 54-55 for samples of the questionnaires). The ranked order of teacher-indicated ideas has been coded and the computer-derived results and interpretation will be published in an appropriate journal as soon as the article is prepared.

### *Participant Materials*

As a part of the institute assignment, participants prepared curriculum statements, classroom materials, and textbook evaluations (see Addendum p. 53 for the revised text evaluation form). The editing, printing, and dissemination of these materials is in progress. Copies will be forwarded as a supplement to this report and similar copies will be made available to participants, staff, directors of Adult Basic Education, and others.

### *Staff-Prepared Articles*

A series of articles describing in detail the methods and content of the teacher training program has been prepared. Editing and publication of these articles is in progress.

### *Taped Programs*

Copies of special sessions, lectures presented in the Language and

Social Stratification Seminar and the institute itself have been distributed to participants, local public school and agency programs, and others. The tapes of the Language and Social Stratification Seminar will be made available at cost through the Department of Language Laboratories for other interested persons. (See Addendum for a schedule of available programs, pp. 58-59).

*Consultantships*

Staff, consultants, and experienced participants are all identified as persons with skill in various areas who can be called upon for evaluation, training, and support in on-going Adult Basic Education programs. Our hope is that such identification will continue the interdisciplinary development of programs suggested during the summer and more fully described below under "Conclusions and Results."

## Recommendations

*Interdisciplinary Approach*

The diversity of staff backgrounds and the variety of content presented during the institute was, apparently, quite effective. The participants did not feel that they had run out of things to learn after the first week and most felt the three-week session was too short. Had the entire staff been composed of specialists in teaching English as a Second Language in Adult Basic Education with backgrounds similar to that of the participants, this might not have been the case. In particular, of course, the sections referred to here are "Applied Linguistics," "The Adult Learner," and "Language and Culture." The staff was particularly sensitive to the fact that many institute participants might have been pre-disposed to reject such material as "too theoretical." This did not prove to be the case here, but the success of these courses is not a blanket recommendation for the inclusion of such material in all similar institutes. The staff members were particularly experienced in evaluating theoretical information and bringing relevant parts of it to teachers. If a local "linguist" or "folklorist" is simply grafted on to provide such information, the results will not be the same.

In conclusion, the diversity of content and the success of the presentation were very much in accord with a general methodological procedure which proved most appropriate to this session. That procedure, or attitude, suggested that the training of teachers especially for situations which commanded the attention of this institute, is best accomplished when an eclectic set of information is presented and discussed. Many participants came seeking a specific set of instructions. This attitude accounts, for example, for the propensity to buy a "package" of instructional materials with the sad hope that all instructional situations will be covered. Hopefully, the attitude of the staff and the variety of information worked over, including extensive discussion of the cultural background of the Adult Basic Education student, will allow teachers more security in the use of materials forced on them, more flexibility

in their adaptation and creation of instructional materials, and more freedom in their choice of alternative procedures in any instructional situation.

*Support*

SECRETARIAL — Considerably more materials could have been prepared by the staff and distributed if two full-time secretaries had been assigned to the project: one for business, office management, forms etc. . . . , and another for preparation of materials. Projects of similar size should count on this necessity.

OTHER — In several cases involving participant housing, stipends, and other facilities, the university did not have sufficient lead time to prepare for the institute. More seriously, however, the lack of lead time and the lack of university experience in identifying likely participants seriously jeopardized the recruitment of eligible students. The Educational Services Company forms which were sent less than one month before the beginning of the project did little to alleviate this serious hindrance. If the Educational Services Company is to repeat such a service, identification as well as placement should be a part of the work.

LENGTH OF GRANT — Insufficient time was allotted for the extensive follow-up procedures now planned, though that is a case of dual responsibility since neither grantor nor grantee foresaw the potential results. Hopefully, the grant amendment will cover this problem, if adopted.

## CONCLUSIONS AND RESULTS

In addition to the results of training, a number of personal, institutional, and organizational changes came about due to the influence of the institute.

*Personal*

Several para-professionals were motivated to begin work towards a college degree. Local School of Education scholarships were obtained for two.

Several undergraduate participants were recruited into local, on-going programs.

At least three participants will begin public school or part-time employment as English teachers in Adult Basic Education and one will continue advanced degree work in the field.

A number of Milwaukee participants are being used in university and agency sponsored programs which stress English as a Second Language and/or Dialect Expansion; in particular, five Teacher Corps members are scheduled to teach in the local bilingual program. One participant, Miss Sarah Goodwin, replaced Mrs. Aqua in El Centro Hispano-Americano. The latter joined the staff of the Rural Family Development Program of the University of Wisconsin, Madison.

*Institutional*

The School of Education has agreed to include English as a Second Language, Dialect Expansion, and bilingual education material in its graduate-level course in foreign language teaching, formerly devoted to the teaching of foreign languages to native English speakers in the public schools. In the spring semester the Department of Curriculum and Instruction will offer two graduate-level special studies sections — one dealing with bilingual education for the Spanish-speaking child, the other with dialect expansion techniques in predominantly Black schools.

The College of Letters and Science has received a proposal for the orientation of the Department of Linguistics toward stress on Applied Linguistics and the behavioral aspects of language. Should the University choose to develop this much needed area, much of the impetus for the discussion will have come from the institute and Professor Roeming's concern for such development.

The University at large has made use of the expertise in language instruction available from the staff. Hopefully, some general as well as specific benefits will accrue to the university and the community as general development in the area of language programs for specific cultural groups continues.

*Organizational*

Interaction between Adult Basic Education and English as a Second Language specialists has been developing very slowly. The national organization, TESOL (Teachers of English to Speakers of Other Languages), has not explored the history of English as a Second Language in Adult Basic Education nor has it committed itself to service in these specializations as thoroughly as it has in others. The institute this summer brought more closely together professionals from both areas, and the most productive aspect of the entire summer may be the healthy, professional interaction between teachers and administrators of Adult Basic Education who emphasize English as a Second Language and the TESOL organization.

*Workshops at Annual Meeting of TESOL*

Three workshops are planned for the pre-session program of this annual meeting in San Francisco to be supported by subsidies from the various agencies and universities in which the various staff members have residency. (These Workshops were held March 18-19, 1970 with a total registration in excess of seventy-five.)

*General Conclusions*

This type of teacher training is a relatively new field which can neither be identified as Adult Basic Education nor English as a Second Language. In so far as professional development is concerned many "answers" which specialists from the two fields have proposed, whether from research or experience, need to be re-examined in light of the cultural background and the specific learning situation in which the teachers

are to function. Particularly important from this point of view is the integration of foreign language teaching techniques into a dialect expansion program for the Black community.

Perhaps participants and staff have both learned, or learned more surely, that teaching English as a Second Language in Adult Basic Education is *not* non-controversial, but that it is an exciting and challenging combination of skills and considerations which are just beginning to attract full-scale professional attention and competence.

Any skirting of current sociological issues and feelings in the various communities would have predisposed the institute to failure. Whites, Blacks, and Latins who participated feel, we are quite certain, a little surer of individual and group roles in Adult Basic Education language programs.

Consultants, participants and support personnel are all pleased with the conduct and results of the institute. Alterations in staffing and materials and articulation of scheduling have been recommended, but no serious objections were raised. The health and success of this institute depended very much on the exploratory and open approach followed by the staff and adopted readily by the participants.

*Addenda*

Included in the Addenda are recruitment forms, instructional staff materials, and various schedules. Most of the material included here is referred to by number in the text of the report.

# ADDENDA

## *Exhibits*

# The University of Wisconsin - Milwaukee

MILWAUKEE, WISCONSIN 53201

DEPARTMENT OF LANGUAGE LABORATORIES
of the College of Letters and Science
Institute in Adult Basic Education
(A TESOL Project)

AREA CODE 414: 228-4314

## Purpose

An Institute, funded by the Office of Education, will be conducted this summer in two separate sessions (July 7-25 and August 4-22) at the University of Wisconsin-Milwaukee to train experienced teachers of elementary and secondary schools to teach the rudiments of standard English to speakers of other languages or dialects, who are adults with the equivalent of an eighth grade education or less. Since the first step toward economic and social betterment for these adults lies in acquiring some functional use of standard English, language skill can serve as a means of physical release from slum bondage. The aim of this project is to establish a corps of teachers who can penetrate the isolated cities and give their residents a minimum means of ultimate escape.

## Teaching Staff

Mrs. Helene Aqua - Director, Adult Basic Education, Spanish Center; M.S. in Education, University of Wisconsin-Milwaukee. Special consultant for United Migrant Opportunity Services. Attended 1966 NDEA/TESOL Institute at University of California.

Miss Carol Guagliardo - Candidate for M.A. in TESOL Institute, Georgetown University; TESOL teacher, Milwaukee Public School System.

Mr. Carl James - B.A. Nottingham University; read General Linguistics in the University of Manchester; attended Pedagogical Institute for Foreign Languages in Moscow. Presently at University College of North Wales. Taught English to adults among London workers.

Dr. Patrick Mullen - Ph.D., University of Texas, now at University of New York at Buffalo; will be at Ohio State University. Specialist in folklore and anthropology.

Mrs. Charlotte Petrikin - B.A. University of Minnesota(English); M.S. UWM (Education); Project Coordinator, UWM School of Education Latin American Project, 1963-65;presently T.A., English as a Second Language Program at UWM.

Miss Nancy Powers - M.A. Columbia University. A TESOL teacher in Milwaukee Public Schools.

Dr. Dennis Preston - Ph.D. Wisconsin, Assistant Professor - The Ohio State University; Director of Program - English as a Second Language. Worked with Spanish Center in Milwaukee and migrant worker programs, while at University of Wisconsin-Milwaukee.

Mr. Daniel Rose - M.A. UWM (Sociology); Dr. Roeming's Research Assistant for 2 years. Candidate for Ph.D. in Anthropology at University of Wisconsin; research staff of Dr. Irving Goffman, University of Pennsylvania, 1969-1971.

Mr. James Stalker - B.A. University of North Carolina; M.A. University of Louisville (American Literature). Candidate for Ph.D. at University of Wisconsin (English Linguistics).

Miss Doris Vincent - B.A. UWM; Candidate for M.A. (Spanish); T.A. in Spanish and in English as a Second Language Program at UWM.

Mr. Darnell Williams - B.A. Bishop College, Texas(Spanish); TESOL certificate, English Department, Ohio State University; NDEA/TESOL Institute, New York University; Higher Education Opportunities Program, Ohio State, 1968. TESOL, Gary, Indiana.

Consultants: Anthony Gradisnik - Milwaukee Public Schools, Dr. Robert Fox - University of Illinois, Dr. Eugene La Brière - University of Southern California, Dr. David Harris - Georgetown University, President of the American Association of TESOL, Dr. James Alatis - Associate Dean, School of Language and Linguistics, Georgetown University.

## Organization

The Institute will be broadly divided into three areas: the first week will be devoted to topics of language and culture, the second week to topics of language and interference, and the third week to problems concerned with establishing a curriculum. Fifteen full days of instruction will be given and two Saturday mornings will be devoted to visiting agencies at which successful programs are being conducted. Saturday afternoons and Sundays on these two weekends will be free.

## Requirements and Stipends

Sixty participants will be admitted from Delaware, Iowa, Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Jersey, New York, North Dakota, Ohio, Pennsylvania, South Dakota, and Wisconsin. All participants will be paid a stipend of $75 per week, plus $15 per week for each dependent child. Travel allowance will be granted for one round-trip tourist economy fare from place of residence to Milwaukee in the distance exceeds fifty miles one way.

Applicants should have the following qualifications and should submit supporting evidence:

1. A degree from a recognized college or university.
2. Three years teaching experience in a metropolitan school system, preferably with some experience in an inner city school.
3. Evidence of participation in activities with adults, preferably participation in activities with the parents of children in inner city school systems.
4. The ability to speak a dialect or language other than standard English with full understanding of the vernacular of that language.
5. Some demonstrated qualitites of leadership.

Equivalent experience will be considered in lieu of formal education.

## APPLICATION

Include a letter stating your reasons for attending this Institute; include information about experience and qualifications which will assist in the evaluation of your application. Fill out the application blank below and mail both to Dr. Robert F. Roeming, Department of Language Laboratories, Adult Basic Education Institute, University of Wisconsin-Milwaukee, Milwaukee, Wis. 53201. APPLICATIONS MUST BE POSTED NO LATER THAN MAY 22, 1969.

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Session: 7-25 July__ 4-22 Aug.__

Name _____

Address_____

_____

No. of dependent children_____

On campus housing will be provided by the university. Check below the room and board plan you prefer:

A.___Room and 20 meals (Sunday evening meal excluded) $42.00/week

B.___Room and 15 meals (Saturday and Sunday excluded) $37.00/week

C.___Room only - $21.00/week(the UWM Union will serve meals for those who do not wish to eat in the dormitories)

Roundtrip economy tourist air fare to Milwaukee(more than 50 miles one way) $_____

# The University of Wisconsin - Milwaukee

MILWAUKEE, WISCONSIN 53201

DEPARTMENT OF LANGUAGE LABORATORIES
of the College of Letters and Science
Institute in Adult Basic Education
(A TESOL Project)

AREA CODE 414: 228-4314

Dear:

You have been selected to participate in the Institute in Adult Education to be held here. You will be in the Session and you will be expected to take up residence in Milwaukee no later than . Classes will begin at 8:00 A. M. on .

The total stipend which you will receive for participation is as follows:

| | |
|---|---|
| $75 per week for the 3 week session | $225.00 |
| $45 for each of dependent children | $ |
| Travel allowance equivalent to one roundtrip tourist economy air fare to Milwaukee | $ |
| Total | $ |

At your request, the Institute has reserved on-campus housing for you under the following plan:

| | |
|---|---|
| __ Room and 20 meals @ $42.00 per week | $126.00 |
| __ Room and 15 meals @ $37.00 per week | $111.00 |
| __ Room only @ $21.00 per week | $ 63.00 |

Sincerely yours,

Robert F. Roeming

Robert F. Roeming
Executive Director

RFR:kmm

Training Experienced Teachers to Teach Standard English to Adults with an Educational Equivalency of Eighth Grade or Less

## CLARIFICATIONS

Dennis R. Preston

The following comments are intended for your use either as applicant to the 1969 ABE-TESOL Institute at the University of Wisconsin Milwaukee or as an accepted or alternate participant.

1. *Organization:* Both sessions of the Institute will be divided into two sections (A and B). In the first session (July 7-25), group A will consider the language needs of the inner-city Negro adult and group B will consider language needs of adults from various cultural backgrounds. In the second session (August 4-22), both groups (A and B) will focus on the language needs of native Spanish speaking adults.

2. *Requirements and Stipends:*

a. Stipends and air fare are stated on page two of the enclosed announcement, but qualified applicants from outside the geographical areas indicated, particularly those associated with Office of Education Special Projects, are urged to apply.

b. Candidates who do not meet all the five requirements listed on page two but who have or will have leadership, training, or teaching responsibilities in areas of language and ABE are urged to apply.

c. The application deadline of May 22 is, of course, void.

3. *Instructions to applicants, participants and alternates:*

a. Please indicate whether you want to attend the July or August session. Check the appropriate box if you are applying now; please let us know this if you have been accepted as an alternate or participant and did not indicate a preference on your application.

b. If you choose (or have chosen) the July session, please indicate (or let us know) whether you prefer group A (Negro, inner-city) or group B (General).

c. Classes begin at 8:00 A.M. July 7 and August 4 in Mitchell Hall 114. Though there is inadequate seating in that room, we would like to have all participants together briefly to distribute materials, offer a brief welcome and statement of purpose, and answer any pressing questions. From that time on, except as announced, the enclosed institute schedule will be followed. Though classes end daily after the 3:00 session, we may want to schedule late afternoon, evening and weekend activities from time to time. As at all universities parking is inadequate though our early morning hour may give you the edge on many who vie for positions in the available off-street and university meter lot areas. Participants not staying in dorms can eat lunch at the union and no notice of intent to do so need be sent. If you have chosen dormitory housing, a separate letter from the UWM Housing Office should be sent providing you with necessary information.

d. Please fill out and return the enclosed W-4 form even if you have not yet been accepted as a participant. In the event you are selected

this will permit us to enter a Personnel Action form with our payroll office immediately and forestall any unfortunate possibilities of late stipends. If you have been selected as a participant or alternate, please submit the W-4 along with your session and group preference statements (if not previously indicated).

**Application for Dependent Stipend**

Adult Basic Education Institute

University of Wisconsin—Milwaukee

Name of Applicant _____

"The sum of $15.00 per week (will be paid) for each dependent of a trainee . . . A dependent shall be deemed to be an individual who receives or is treated for Federal Income Tax purposes as having received one-half or more of his support from the trainee and is either (1) his spouse or (2) a person for whom the trainee received a dependency allowance for Federal Income Tax purposes under section 152 of the Internal Revenue Code of 1954."

("Rules and Regulations," *Federal Register*, Vol. 32, no. 77, Friday, April 21, 1967, p. 6282.)

Number of Dependents claimed by Applicant _____

"I have read the above statement and have claimed as dependents only the number to which I am entitled."

Signature _____

Date _____

Name of Participant _____

Name of local television, radio, and newspaper _____

## GRANTING OF CREDIT

Three hours credit may be granted for work at the Institute, and undergraduates need bring no certification. However, students who hold graduate standing in a degree program at another university may be given graduate standing as a guest for the Institute only upon presentation of certification from your graduate dean. This certification must be by letter stating when you were last enrolled and that you presently are in good standing.

Application for graduate standing and registration in an appropriate graduate level course will be completed after your arrival, but you cannot enroll for graduate credit unless you bring with you the above mentioned letter from your graduate dean.

The University of Wisconsin - Milwaukee

MILWAUKEE, WISCONSIN 53201

DEPARTMENT OF LANGUAGE LABORATORIES
of the College of Letters and Science
Institute in Adult Basic Education
(A TESOL Project)

AREA CODE 414: 228-4314

TO: ABE Special Projects Directors

FROM: Dennis R. Preston, Curriculum Director
ABE-TESOL Institute

DATE: June 19, 1969

Dear Sirs:

I would like to invite one or two of your project staff to our institute this summer if you feel our work is pertinent to your objectives. If there is a language training director on your staff, I believe the summer's work could be valuable. Although the enclosed sheet indicates in general our course of study for the summer, I would like to share with you the more detailed instructions which I have forwarded to the institute staff. Those comments have been duplicated as the conclusions of this letter. I might add that the application deadline is, of course, no longer in effect and that you will have an opportunity to discuss your use of our institute at the Special Projects meeting June 23-25. If I can be of further assistance in helping you determine the applicability of our work to your project, please call on me.

Sincerely,

Dennis R. Preston

DRP:km

Training Experienced Teachers to Teach Standard English to Adults with an Educational Equivalency of Eighth Grade or Less

July 24, 1969

TO: All August Participants

In order to insure that stipends for the August Adult Basic Education Institute are available for participants before the end of the institute we are asking that the enclosed forms be filled out and returned no later than Wednesday, July 30.

Please note the following instructions:

1. Do *not* claim yourself as a dependent on the Application for Dependent Stipend.

2. If you have not yet forwarded a W-4 card (or if you incorrectly filled out the one you returned) you will find one enclosed in this letter. Be sure to sign the blank in the lower left hand corner; be sure to include your social security number; *note:* the information required in the upper left hand corner is *date of birth*, not the date on which you are filling out the card.

3. We advise you to bring enough cash to Milwaukee to meet your expenses for the entire three-week institute, since it is unlikely that you will be paid anything before Friday, August 22.

MEMORANDUM

TO: All Instructional Staff

FROM: Dennis R. Preston, Curriculum Director

First let me apologize for not writing sooner about the nature of the curriculum for the summer, but I have just got set loose from other responsibilities. Second, I look forward very much to working with all of you, and I'm sure we'll put together a profitable summer for ourselves and the trainees.

Before I provide you with lists of texts, schedules, and so forth, I would like to relate to you some of the reasoning that has gone on in preparation for the institute and perhaps even wax philosophical here and there.

We want to train ABE teachers, community leaders, teacher trainers, public school teachers, administrators, and others to deal with the language problems of socio-economically stigmatized adults. Our institute is not, then, a TESOL training program that simply brings together trainees and a methodology. I hope throughout that our team of experts will interact in ways which are significant to the building of a fully integrated ABE language curriculum which shares the concerns and knowledge of diverse disciplines.

Ground rules which we must all accept (and try very hard to get our trainees to believe) include, at the very least, the following:

1. All dialects of a language have equal grammatical status; that is, the set of rules required to account for "I don't got no" and "wif" are as complex and reflect a system as highly and completely organized as those rules which produce "I haven't any" or "I don't have any" and /wiθ/ or /wið/.

2. Effective language teaching is no longer based on dogma. The drills, dialogues, and pattern practices which were once the be-all of our trade need not only to be questioned in terms of their general adequacy for language teaching at all levels but need also careful scrutiny when they are proposed as exclusive techniques for dialect expansion, literacy, or ABE second-language courses.

3. Language is useful and is not, for the student, an abstraction of grammatical rules of *any* design. It may be that simple sentences/basic patterns/kernal sentences (choose your favorite) are not of immediate importance to the adult learner or to a specific group of adult learners. It might be, too, that the small list of "Basic English" words (or any other minimal list of words) is not the most important for adults.

To answer these questions (I hope I have avoided dogma except on the first matter), we must consider with the trainees and with one another the nature of our purpose and the kind of integrated curriculum which should become the product of our work. Hopefully linguists will learn from educators, anthropologists from teachers, folklorists from administrators, and so on what the full set of complex factors in the individual and his community requires in this area of language instruction.

I would like to provide you now with a general outline of weekly progress (according to our original proposal) and more detailed suggestions about the content of classes. I specifically avoid anything like a syllabus except for suggested points to be raised.

In general, we proposed that the institute would concentrate on language and culture in the first week, language interference in the second, and curriculum design in the third. Though certain sections are called "Language and Culture," "Curriculum," "Applied Linguistics," and so on, I hope each section from its own bag of skills, techniques and information can concentrate on the general weekly "topics." For example, during week one (Language and Culture), persons involved in "Methods" or "Practicum" should devote their time to a consideration of the appropriateness of certain language teaching techniques (new, old, and yet invented) to specific groups of adult learners. When "curriculum" time comes around "Applied Linguistics" will want to consider the appropriateness of various forms of grammatical support to classroom activity. I will try to suggest below further questions that may be useful to you thinking about this general outline and how you may fit your classroom activity into it. I have not divided sections in this but let me remind you that Tracks A and B of the July session deal with Black speakers and with general (or varied) speakers respectively while both

tracks of the August session deal with Spanish speakers. Except for Sinwell and Guagliardo all room assignments and times are the same for the July and August sessions.

## Curricular Program

### 1. Applied Linguistics

*Week one:* What evidence of a culture may be found in its language, in its dialect? What techniques have linguists developed in the collecting of sociologically restricted forms of language (Shuy, Labov, CAL Urban Language Center, etc. . . . )?

*Week two:* What are the techniques of contrastive analysis? Can they be applied to dialects of a language as well as to different languages? How reliable are "predictable errors" derived from contrastive studies? Are there forms of linguistic "interference" we do not understand well and are there forms outside contrastive phenology, syntax, graphemics, and lexicon?

*Week three:* In what specific ways can theoretical and applied linguistics contribute to an integrated ABE language curriculum?

### 2. Language and Culture

*Week one* What evidence is there that language is some sort of cultural artifact? What components of a culture are non-essential to its use of language? How does society (rightly or wrongly) use language in making judgments about a culture?

*Week two:* Are there any cultural items which are represented in a language (or dialect) which, though they might not interfere with language learning per se, conflict with another culture or with the other culture's linguistic representation of a fact, belief, or feeling? Is linguistic interference over (often, seldom, never) a key to larger cultural misunderstanding (interference)?

*Week three:* How, specifically, must we consider culture and language plus culture in our organization of curriculum? How culture-specific, for example, must (should) a curriculum design be?

### 3. Methods

*Week one:* What classic (and modern) techniques in language teaching might not fit specific language-culture backgrounds? Are there drills, practices, games, other classroom activities that are more or less appropriate to one language-culture background than to others? How aware must a teacher be of the fact (guess) that even the abstract generalizations about his "manner" of teaching might be understood one way by one group but differently by another? Can you make specific language-culture methods suggestions?

*Week two:* What classroom techniques help overcome problems of linguistic interference? Are some of the common ones inappropriate for

use with adults? With adults with specific language backgrounds? Are any of the techniques for overcoming linguistic interference appropriate to the problems of cultural interference?

*Week three:* How much method should be revealed in a curriculum? How reliable are abstract methodological statements in constructing a particular course of study? To what extent should a syllabus, design, lesson plan, etc. . . . reveal to the teacher underlying methodological facts (prejudices? hypotheses?).

**4. Practicum**

*Week one:* In observing one another teach, do you detect mannerisms (habits, practices, verbal cues, intonation patterns, etc. . . . ) which are not appropriate to the instruction of specific language-culture background groups? What equally effective teaching styles (all suitable for adults) can be substituted? Are the various cues we get as "talking to children" (slower speech rhythms, higher intonation patterns and intensity, certain pronoun substitutions, etc. . . . ) the same across language-culture lines? To what extent must the teacher's classroom manner match the expectations of various adult learners?

*Week two:* Are there occasions of linguistic interference which are essentially non-technical; that is might the language (dialect) of the teacher impress adult learners as a thing to be avoided rather than learned? Do other psychological sets against a language or dialect (extensive characterization rather than imitation, for example) interfere with classroom performance? Have your teachers developed idiosyncratic language patterns for teaching which might interfere with accurate learning?

*Week three:* How often (and how extensively) should teachers stress curriculum goals during their actual classroom performance? Does this differ from group to group? Do different groups react to the utilization of different materials in predictable ways? How can teachers include "marginal learning" effectively without disrupting (making inefficient) the language learning goal?

*Note on Practicum:* The above questions, and many more which will occur to you, don't even have tentative answers as yet. In fact, many of the "answers" are simply part of the experienced teacher's manner in working with specific groups. Hopefully, however, some of this skill can be formalized. Though you will probably want to involve your sections in other activities, one way of getting at these questions surely involves practice teaching and critique (from the class as well as the instructor). If your trainees are instructed to present material to a specific group (the rest of your class acting as that group), many questions not yet asked and tentative answers to those proposed can be kicked around.

**5. The Adult Learner**

*Week one:* How do various groups regard their current language status? What tactics do various groups appreciate most when outsiders approach their culture-participation, aloofness, partial involvement? Does

this judgment differ in regard to the outsider's imperfect use of the group's language as opposed to its other cultural items (songs, food, dances, etc. . . . )? Do speakers of other languages (dialects) in the role of ABE learners use expressions of politeness, anger, indifference, etc. . . . in the learning situation which we misinterpret? If so, what information do we need about the language behavior of specific adult groups in the classroom in order to evaluate (perhaps re-direct) the learning process?

*Week two* What linguistic (and nonlinguistic) factors interfere with the learning of a second language or alternate dialect? Are they peculiar to adults? Are they group-specific? Must the adult speaker be helped to regard his native competence differently before he can successfully attack a new language (dialect)? Does the teacher's rhetoric (that is wrong!, etc. . . . ) create interference problems? To what extent does lack of success contribute to interference? Is any answer to that applicable to all groups of adult learners?

*Week three:* What constitutes appropriate materials for adults of various language-culture backgrounds? Does an adult learner regard curriculum goals as his personal goals? If not, what devices (facts) should supplement the language learning curriculum as an aid to the adult's identification of value in the learning process? Must curriculum and materials reflect (adhere to?) the regard various groups have for the written word, speech, gesture, etc. . . . ? How do we let adult learners know that they progressed along an arbitrarily set curriculum? How often, when, and how do we tell adults of various groups that they have mastered certain facts and skills? How explicitly must we relate this mastery to practical concerns of the student?

### 6. Materials and Curriculum

*Week one:* Are packaged materials available for specific adult language-culture groups? Are any, all, or some worth a damn? Where can teachers, supervisors, administrators get (examine) such material? Do all groups require language-culture specific materials? Do all teachers require them? To what extent should (can) teachers rely on materials as clues to the language and culture of various groups? An interesting task might involve the "creating" of a culture from a language-culture specific text and a comparison of that test-tube culture with the real one. What important information has the text left out? What irrelevant (erroneous) information has it included (implied)? What skills and information are required to produce effective materials on the job, for a project? Many of the above questions might be asked of packaged curriculums (curricula finiculi finicula) as well.

*Week two:* Although we know accurate drills and practices based on information from contrastive analysis can aid in overcoming certain interference problems, are many of them trivial? That is, are some interference problems in adults not likely to be overcome at all? If so, are the resultant habits deterrants to the adult learner's goals or not? If not, how reasonable are many intensive phonological drills, certain syntactic drills? Does our information on graphemic interference justify our withholding

(in materials and in the curriculum) work on literacy? Do illiterates (in their native languages, with similar alphabets) have any graphemic interference problems? How are they created? What strategies of curriculum and materials would avoid such interference? Given recent information about grapheme-phoneme correspondence in English, how valuable (justifiable) are phonemic representations for classroom use? Do the texts examined in the first week give linguistic interference solutions as well as cultural information? Where can teachers and others obtain information about drills and practices which are the results of thorough contrastive analysis (between dialects as well as languages)? In dialect expansion, as opposed to second language learning, are phonological, lexical, and syntactic interference problems all of equal weight? What are the grapheme-phoneme problems involved in using such materials as i/t/a, Words in Color, Laubach, etc. . . . with dialect groups?

*Week three:* The only "assignment" of the institute will involve the creating of sample materials and curriculum for specific groups. During the final week the "Curriculum and Materials" instructors should guide the trainees in their completion of this project. Emphasis should be put on the trainee's devising of materials and curriculum which can be used (or considered) in his local area. Most important is the guidance the trainee gets in pulling together the large number of facts, hypotheses, and guesses he has absorbed during the institute and making these considerations show in his materials and curriculum. He should, of course, include a description of his target population and should "justify" both materials and curriculum on the basis of appropriateness to that group. Hopefully the strategies we learn during the summer will be reflected in his work and comments.

**Additional Considerations**

In addition to the above questions and many others you have, you can expect the trainees to bring a number of problems to the institute. They will, of course, expect specific answers from us experts, and I hope to excuse us from that role on the first day. On the other hand you might be considering now some of the questions you may encounter which I have not indicated above.

1. Where do untrained or paraprofessional personnel fit into the language classroom?
2. How can information from this institute (and from other sources) be brought to local teachers?
3. What amount of "information" of the sort gained here is appropriate to local teachers, non-professionals, supervisors, etc. . . .

There are many more practical questions to be considered during the summer, and there are only a few which have been put to me recently in similar training contexts, so I pass them along.

I conclude this little section on our curriculum with a report which I hope you take to heart. The bulk of institutes in the past have been

severely criticized on two points: 1) too academic 2) no correlation among various "classes." I hope we can avoid such charges (to the extent that they are accurate) by considering two matters: 1) our trainees, though experienced teachers for the most part, will profit from theoretical information only to the extent they can utilize it in the training of ABE language teachers and in the teaching of ABE language classes. Though we will have many trainees for whom theoretical information and the effect on language teaching practices will be important, I suggest that such discussion and work be informal and individualized. I see no difficulties here if we carefully select topics and information appropriate to the skills of our trainees. In some cases, of course, traditionalists and audio-linguists will have to be retooled, but such work seems fairly obvious in our "Methods" and "Practicum" sessions.

In integrating our own curriculum, I hope the weekly "topics" will help provide some continuity, but beyond that, and this suggestion is not offered snidely, we may need to take some of our own courses to help ourselves in providing continuity of instruction. In particular, the small group sessions ("Practicum" and "Materials and Curriculum") might call on other staff for critique and demonstration teaching. I will be available at any time to teach your class, to teach it with you, or to take part of it for special work whenever you feel I might do them any good. Finally, coordination and continuity should be served in part by the document which offers suggestions for all classes. (Texts, though already selected, have not been assigned to any particular class, and all teachers will have copies of all materials distributed to the trainees with the exception of some few items used exclusively by A or B in the July session.) A list of texts and the daily schedule are enclosed; if you foresee the need of any materials you would like the group to have, please let me know. I believe, however, class texts are not of greatest importance. We plan a large materials center where textbooks, journals, teaching aids, etc. . . . can be seen (handled, read, experimented with).

Practical matters: Office space has been reserved for you in Mitchell Hall 141; the door is left unlocked except evenings and weekends. Travel money will not be sent in advance, but it will be paid soon after arrival and your submission of a travel voucher. You can expect your first regular check in mid-July. To give you as much 4th of July as possible but to give us sufficient time for preplanning, I have scheduled our first meeting for July 6, Sunday, at 9:00 A.M. in Mitchell Hall 117. (The south front door facing Downer will be "tended"; otherwise the building will be locked.) Finally, I would like to invite all of you to a party Sunday evening at around 8:00 in my summer quarters, 3051 North Prospect. Please be and dress casual (casually?). I look forward to seeing you.

Sincerely,

Dennis R. Preston

DRP/km

## 1969 Institute Materials

The parenthetical note (e. g. B July) indicates which section of which Institute utilized the book.

1. Benardo, Leo U., Dora F. Pantell: *English: Your New Language Teachers' Edition,* Book I, Morristown, N.J.: Silver Burdett Co., 1966. (B July)

2. Essex, Martin W.: *Ohio Seminar for Administrators of Adult Basic Education,* Columbus: State Board of Education, Sept. 1968. (Au)

3. Dillard, T. L.: "Negro Children's Dialect in the Inner City"; Stewart, W. A.: "Sociolinguistic Factors in the History of American Negro Dialects", *Florida Foreign Language Reporter,* 801 N.E. 177th Street, North Miami Beach, Florida 33162. (A July) Reprints.

4. Aarons, Alfred C.: "Tesol Bibliography", *Florida F. L. Reporter,* reprint of: Spring, 1967. (All)

5. Kaplan, Robert B.: *NAFSA/ATESL Bibliographies for 1966-67-68,* National Association for Foreign Students Affairs, Field Service Office, Washington, D.C. (All)

6. Lanning, Frank M., W. A. Mary, (Eds.): *Basic Education for the Disadvantaged Adult: Theory and Practice,* Boston: Houghton-Mifflin, 1966. (All)

7. Preston, Dennis R., M. B. Kozoll: *Wisconsin Series in Adult Basic Education for Spanish-Speaking Agricultural Workers: Book One — English Language and Literacy,* Madison: University of Wisconsin Extension, 1967. (All)

8. Stevick, Earl W.: *A Workbook in Language Teaching,* Nashville: Abingdon Press, 1963 (All)

9. Forbes, Jack D., *Mexican-Americans, A Handbook for Educators,* Educational Systems Corporation, Washington, D. C. (n.d.)

10. Edgerton, Mills F. Jr., Ed.: *Sight and Sound: The Sensible and Sensitive Use of Audio-Visual Aids,* Reports of the Working Committees, Northeast Conference on the Teaching of Foreign Languages, 1969.

11. Politzer, Robert L., D. E. Bartley: *Standard English and Nonstandard Dialects: Phonology and Morphology,* Stanford Center for Research and Development in Teaching, Research Memorandum No. 46, Stanford University, June 1969. (A July)

12. Wayne State University, Detroit, Michigan, Adult Basic Education Pre-Institute Seminar, *Adult Learning,* University Extension Association, Washington, D. C. 20036, May, 1967. (All)

# The University of Wisconsin - Milwaukee

MILWAUKEE, WISCONSIN 53201

DEPARTMENT OF LANGUAGE LABORATORIES
of the College of Letters and Science
Institute in Adult Basic Education
(A TESOL Project)

AREA CODE 414: 228-4314

June 19, 1969

Dear Sir:

This summer the University of Wisconsin-Milwaukee will offer two three-week institutes in language teaching in the Adult Basic Education field. We plan to discuss a large range of practical and academic concerns that deal with the language needs of adults who have reached an educational level of eighth grade or less. Much of our discussion will involve the use of English as a Second Language techniques, both for non-native speakers of English and speakers of non-standard dialects. We will, however, be concerned too with general matters in the psychology of the adult learner, including problems of cultured as well as linguistic interference. Of course, some of our emphasis will fall on initial literacy and reading development as well as language and dialect acquisition.

Many of our participants will be teacher trainers, curriculum supervisors, and administrators in the ABE field. We hope to provide them with a thorough bibliography of available materials, particularly more recent texts prepared for specific language and culture backgrounds.

We plan a large materials and media examination room where participants will be able to borrow and look over appropriate texts and learning aids. Since many of our participants will be persons directly responsible for recommending and purchasing materials, we would like to have available for their inspection a broad and representative selection of materials.

A list of your materials which seem appropriate to our work would be very much appreciated, and complementary or examination copies of representative materials would help us prepare a useful summer library. Any complementary copies you send would be appropriately disposed of at the end of the summer, either to local ABE projects or to participants who show special interest in certain materials. Examination copies would, of course be returned in early September. If any are damaged or lost, we would be able to accept billing for at least one month after the close of the institute in late August.

Thank you very much for your cooperation.

Sincerely,

Dennis R. Preston
Curriculum Director

Training Experienced Teachers to Teach Standard English to Adults with an Educational Equivalency of Eighth Grade or Less

## INSTITUTE SCHEDULE
### July Session
### Section A

| Hour | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Comments |
|---|---|---|---|---|---|---|---|
| 8:00-8:50 Stalker | 114 | 117 | 117 | 117 | 117 | | |
| 8:50-11:40 Mullen | 114 | 117 | 117 | 117 | 117 | | |
| 10:00-10:40 Williams | 114 | 117 | 117 | 117 | 117 | | |
| 1. 10:50-11:40 Williams | 118 | 117 | 118 | 117 | 117 | | |
| 2. 10:50-11:40 Vincent | 118 | 117 | 118 | 117 | 117 | | |
| 3. 10:50-11:40 Guagliardo/ Sinnwell | 118 | 117 | 118 | 117 | 117 | | |
| 1:15-2:00 Rose | 118 | 118 | 118 | 118 | 118 | | |
| 1. 2:00-3:00 James | 118 | 118 | 118 | 118 | 118 | | |
| 2. 2:00-3:00 Guagliardo/ Sinnwell | 118 | 118 | 118 | 118 | 118 | | |
| 3. 2:00-3:00 Vincent | 118 | 118 | 118 | 118 | 118 | | |

All rooms are located in Mitchell Hall.

## INSTITUTE SCHEDULE
### July Session
### Section B

| Hour | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Comments |
|---|---|---|---|---|---|---|---|
| 8:00-8:50 Mullen | 314 | 324 | 118 | 324 | 314 | | |
| 8:50-9:40 Stalker | 314 | 324 | 118 | 324 | 314 | | |
| 10:00-10:40 Rose | 314 | 324 | 118 | 324 | 314 | | |
| 1. 10:50-11:40 James | 313 | 313 | 313 | 313 | 313 | | |
| 2. 10:50-11:40 Petrikin | 313 | 313 | 313 | 313 | 313 | | |
| 1:15-2:00 Aqua | 313 | 313 | 313 | 313 | 313 | | |
| 1. 2:00-3:00 Petrikin | 313 | 313 | 313 | 313 | 313 | | |
| 2. 2:00-3:00 Aqua | 313 | 313 | 313 | 313 | 313 | | |

All rooms are located in Mitchell Hall.

## INSTITUTE DAILY SCHEDULE
### July Session

| | Section A (Black) | Section B (General) |
|---|---|---|
| 8:00-8:50 | Applied Linguistics<br>*Stalker* | Language and Culture<br>*Mullen* |
| 8:50-9:40 | Language and Culture<br>*Mullen* | Applied Linguistics<br>*Stalker* |
| 10:00-10:40 | Methods<br>*James* | The Adult Learner<br>*Rose* |
| 10:50-11:40 | Practicum<br>*Williams*<br>*Vincent*<br>*Guagliardo* | Practicum<br>*James*<br>*Petrikin* |
| 1:15-2:00 | The Adult Learner<br>*Rose* | Methods<br>*James* |
| 2:00-3:00 | Curriculum and Materials<br>*Williams*<br>*Guagliardo*<br>*Vincent* | Curriculum and Materials<br>*Petrikin*<br>*Aqua* |

Preston will actively supervise all classes and substitute where staff is necessary and as adjustments are made.

## INSTITUTE SCHEDULE
### August Session
### Section A

| Hour | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 8:00-8:50<br>Stalker | 114 | 117 | 117 | 117 | 117 |
| 8:50-9:40<br>Mullen | 114 | 117 | 117 | 117 | 117 |
| 10:00-10:40<br>James | 114 | 117 | 117 | 117 | 117 |
| 10:50-11:40<br>James | 118 | 117 | 118 | 117 | 117 |
| 10:50-11:40<br>Williams | 118 | 117 | 118 | 117 | 117 |
| 10:50-11:40<br>Vincent | 118 | 117 | 118 | 117 | 117 |
| 1:15-2:00<br>Rose | 118 | 118 | 118 | 118 | 118 |
| 2:00-3:00<br>Williams | 118 | 118 | 118 | 118 | 118 |
| 2:00-3:00<br>Vincent | 118 | 118 | 118 | 118 | 118 |

All rooms are located in Mitchell Hall.

## INSTITUTE SCHEDULE
### August Session
### Section B

| Hour | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 8:00-8:50<br>Mullen | 314 | 324 | 118 | 324 | 314 |
| 8:50-9:40<br>Stalker | 314 | 324 | 118 | 324 | 314 |
| 10:00-10:40<br>Rose | 314 | 324 | 118 | 324 | 314 |
| 10:50-11:40<br>Petrikin | 313 | 313 | 313 | 313 | 313 |
| 10:50-11:40<br>Sinnwell | 313 | 313 | 313 | 313 | 313 |
| 1:15-2:00<br>Aqua | 313 | 313 | 313 | 313 | 313 |
| 2:00-3:00<br>Aqua | 313 | 313 | 313 | 313 | 313 |
| 2:00-3:00<br>Petrikin | 313 | 313 | 313 | 313 | 313 |
| 2:00-3:00<br>Sinnwell | 313 | 313 | 313 | 313 | 313 |

All rooms are located in Mitchell Hall.

## DAILY SCHEDULE
### August Session

| | Section A | Section B |
|---|---|---|
| 8:00-8:50 | APPLIED LINGUISTICS<br>*Stalker* | LANGUAGE AND CULTURE<br>*Mullen* |
| 8:50-9:40 | LANGUAGE AND CULTURE<br>*Mullen* | APPLIED LINGUISTICS<br>*Stalker* |
| 10:00-10:40 | METHODS<br>*James* | THE ADULT LEARNER<br>*Rose* |
| 10:50-11:40 | PRACTICUM<br>*James*<br>*Williams*<br>*Vincent* | PRACTICUM<br>*Petrikin*<br>*Sinnwell* |
| 1:15-2:00 | THE ADULT LEARNER<br>*Rose* | METHODS<br>*James* |
| 2:00-3:00 | CURRICULUM AND MATERIALS<br>*Williams*<br>*Vincent* | CURRICULUM AND MATERIALS<br>*Aqua*<br>*Petrikin*<br>*Sinnwell* |

**Group B — August Schedule**

| PRACTICUM | METHODS | CURRICULUM AND MATERIALS |
|---|---|---|
| Information sheet introductions | What ABE is, History of ESL | Cont. |
| Divide in groups, demonstrate minimal pairs | What curriculum includes the ABE learner | No Class |
| Dr. Preston — intonation and stress (both groups) | Situational Dialogues | Talk about assignments Look at dialogues in IE, Preston, EYNL, etc. |
| Demonstrate Dialogues | Simple Pattern Practices — what they are — why we use them | Look at simple pattern practices in 2 Mich. books, Preston, Let's Learn English |
| Demonstrate simple pattern practices | Complex pattern practices | Look at complex pattern practices in the above books |
| Demonstrate complex pattern practices | Literacy Training I (Petrikin) signs, applications, etc. | Look at R and W materials — we Print and Write, etc. Getting Started |
| WORKSHOP — groups write dialogues | Literacy Training II (Petrikin) post beginners | Look at reading books ABE (library), Follett, Wisc. Geog., etc. |
| No Class Dr. Alatis | Adaptation of reading materials (newspapers) | WORKSHOP — groups adapt another newspaper story |
| No Class Mr. Salas | Use of audio-visuals why-when-where; the language laboratory | WORKSHOP — groups write comprehension questions and exercises from the above |
| WORKSHOP — groups make minimal pairs and pattern practices from a dialogue; assignment | Lesson Planning — the need for it — how to do it — what is included | Demonstration — A-Vs with dialogues, readings, p.p.s., language masters |
| WORKSHOP — Lesson planning in groups | Do's and Don'ts with adult ABE Spanish-speakers | |
| | 1 Individual demonstrations | 2 (20-30 minutes) |
| | 3 | 4 |
| No Class Jones-Robinson | 5 | 6 |
| No Class | No Class | No Class |

## SPECIAL SESSIONS FOR JULY INSTITUTE

*July 8, Tues. — 9:00-10:00 a.m.* **URBAN SYMPOSIUM:** (Sponsored by UWM School of Education) Dr. Raymond Mack, Northwestern University: *Educational Implications of Socio-Economic and Cultural Stratification in the City.* UWM Union Ballroom. Sections A and B. 8:50 to 9:40 institute class will not meet.

*July 8, Tues. — 2:00 p.m.* **INSTRUCTIONAL MEDIA LABORATORY OF UWM:** Robert Bieniek, Coordinator of Media Distribution, UWM: *Audio-Visual Aids.* Bolton Hall, room 52. Sections A and B.

*July 8, Tues. — 3:30 p.m.* **URBAN SYMPOSIUM:** An informal discussion with Dr. Raymond Mack. Pearse Hall Auditorium. Sections A and B.

*July 10, Thurs. — 2:00 p.m.* **INSTRUCTIONAL MEDIA LABORATORY OF UWM:** James Cheski, coordinator of Instructional Graphics, UWM: *Instructional Graphics.* Bolton Hall, room 52. Sections A and B.

*July 14, Mon. — 2:00 p.m.* **INSTRUCTIONAL MEDIA LABORATORY OF UWM:** Marianna Markowitz, Curriculum Librarian, and Helen Lekan, Coordinator of Computer Assisted Instruction, UWM: *Materials of Instruction.* Bolton Hall, room 52. Sections A and B.

*July 15-17, Tues., Wed., Thurs. — 9:30 a.m. - 12:30 p.m.* **LANGUAGE AND SOCIAL STRATIFICATION:** A Seminar Series conducted by five Sociolinguists from the Center for Applied Linguistics and the Educational Studies Center: Dr. Roger Shuy, Director of the Sociolinguists Program at the Center for Applied Linguistics Washington, D.C.; Dr. Joan C. Baratz, Co-Director of the Educational Studies Center, Washington, D.C.; Dr. Ralph W. Fasold, Research Associate in the Sociolinguistics Program; Mr. William A. Stewart, Co-Director of the Educational Studies Center; Mr. Walter A. Wolfram, Research Associate in the Sociolinguistics Program; Fine Arts Complex, room L 120. Sections A and B. No morning ABE Institute classes. This program was sponsored by the Department of Language Laboratories, UWM College of Letters and Science, Dr. Robert F. Roeming, Director.

*1:30-3:30 p.m.* Fine Arts Complex, room 140, 150, 160, and 170. Section A *only*. No afternoon ABE Institute classes for Section A. (Section B will meet their daily afternoon classes.)

*3:30-5:00 p.m.* Fine Arts Complex, room L 120. Sections A and B.

*July 16, Wed. — 7:00-9:00 p.m.* **EL CENTRO HISPANO-AMERICANO:** Tour conducted by Mrs. Helene Aqua, Adult Basic Education Director.

*6:30 p.m.* Bus leaves from in front of Mitchell Hall for El Centro Hispano-Americano, 524 W. National Ave., Section B *only*.

*July 18, Fri. — 10:50 a.m.* **SEMINAR — TESOL Institute in ABE:** Dr. Eugène Brière, University of Southern California. Mitchell Hall, room 117. Section A and B. (Note: Both sections meet together.)

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*Meet with your 2:00-3:00, Curriculum and Materials, instructor before going to special session.

*July 18, Fri. — 2:00 p.m.* **INSTRUCTIONAL MEDIA LABORATORY OF UWM:** Gary Olson, Co-ordinator of Instruction T.V., UWM: *Instructional T.V.* Fine Arts Building (old), room 60. Sections A and B.*

*July 22, Tues. — 9:00-10:00 a.m.* **URBAN SYMPOSIUM:** (Sponsored by UWM School of Education) Mrs. Charlotte Brooks, Washington, D.C. Public Schools: *The Imperative of Language and Reading in Urban Education.* UWM Union Ballroom. Sections A and B. 8:50 to 9:40 institute class will not meet.

*July 22, Tues. — 10:50 a.m.* **SEMINAR, TESOL Institute in ABE:** Dr. David Harris, Georgetown University, Director ALI, President TESOL. Mitchell Hall, room 117. Sections A and B. (Note: Both sections meet together.)

*July 22, Tues. — 3:30 p.m.* **URBAN SYMPOSIUM:** An informal discussion with Mrs. Brooks. Pearse Hall Auditorium, Sections A and B.

*July 23, Wed. — 7:00-9:00 p.m.* **EL CENTRO HISPANO-AMERICANO:** Tour conducted by Mrs. Helene Aqua, Adult Basic Education Director.

*6:30 p.m.* Bus leaves from in front of Mitchell Hall for El Centro Hispano-Americano, 524 W. National Ave. Section A *only*.

THE UNIVERSITY OF WISCONSIN-MILWAUKEE
MILWAUKEE, WISCONSIN 53201

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# LANGUAGE AND SOCIAL STRATIFICATION

A SEMINAR SERIES CONDUCTED BY
FIVE SOCIOLINGUISTS FROM
THE CENTER FOR APPLIED LINGUISTICS AND
THE EDUCATIONAL STUDIES CENTER

THE UNIVERSITY OF
WISCONSIN-MILWAUKEE
JULY 15 - 17, 1969

The daily sessions from 9:30 to 12:30 P.M. and from 3:30 to 5:00 P.M. will be lecture presentations which all seminar participants will attend jointly. These lectures, which are open to the public, may be attended without any prior reservation to the extent that unreserved seating permits.

The 1:30 to 3:30 P.M. sessions will be small group discussions limited to twenty-five persons each. Reservations are required for these sessions. Therefore, it is necessary that those people intending to participate in these discussion groups indicate their plans on the attached reservation form.

No attendance fees will be charged for any of the sessions.

For more information, contact Professor Robert F. Roeming, Director, Department of Language Laboratories, University of Wisconsin–Milwaukee, 53201. Telephone 228-4313. Complete program will be sent on request.

I will attend lecture presentations only. ☐

I wish to be enrolled for the following group sessions. (Check one for each day.)

| July 15 | July 16 | July 17 |
|---|---|---|
| Linguistic Essentials | Interest Groups | Interest Groups |
| a. Phonology - Wolfram, Shuy ☐ | a. Reading - Stewart, Baratz ☐ | a. Language Attitudes - Shuy, Baratz, Wolfram ☐ |
| b. Grammar - Fasold, Stewart ☐ | b. Oral Language - Wolfram, Fasold ☐ | b. Literary Records of Negro Speech - Stewart ☐ |
| | c. Field Techniques - Shuy ☐ | |

_____ signature

_____ affiliated institution

This series of lectures and group discussions will deal with the theory of sociolinguistics and its application to the manifestation of language as an index of social stratification. Special emphasis will be given to the distinctive features of American Negro English and to the methods of teaching one accepted form of English to speakers of another form, which, within the sub-culture in which it is spoken, is the accepted linguistic standard.

This seminar series is designed for both teachers and laymen confronted with varieties of juxtaposed English speech in order to increase their understanding of the relationships between linguistic phenomena and the ambient social and cultural environment.

The three-day program is a sequel to the 1968 summer seminar series on the Metropolitan Sociolinguistic Barrier, conducted by Dr. James E. Alatis.

LANGUAGE AND SOCIAL STRATIFICATION

CONDUCTED BY

| | |
|---|---|
| DR. ROGER W. SHUY | Director of the Sociolinguistics Program at the Center for Applied Linguistics, Washington, D.C. |
| DR. JOAN C. BARATZ | Co-Director of the Educational Studies Center, Washington, D. C. |
| DR. RALPH W. FASOLD | Research Associate in the Sociolinguistics Program |
| MR. WILLIAM A. STEWART | Co-Director of the Educational Studies Center |
| MR. WALTER A. WOLFRAM | Research Associate in the Sociolinguistics Program |

July 15 - 17

| | |
|---|---|
| 9:30 - 12:30 P.M. | Fine Arts Complex, room L120 |
| 1:30 - 3:30 P.M. | Fine Arts Complex, rooms 140, 150, 160, & 170 |
| 3:30 - 5:00 P.M. | Fine Arts Complex, room L120 |

Reservations needed. No attendance fees will be charged.

## SPECIAL SESSIONS FOR JULY INSTITUTE
### (Addenda)

*July 15-16, Tues. and Wed.* **SUMMER ADULT EDUCATION CONFERENCE:** UWM Civic Center, 600 W. Kilbourn Ave.

*Tues. — 7:30-8:30 p.m.* Dr. Jane Zahn, Professor of Education, San Francisco State College: *The Self Concept and the Adult Basic Education Student.*

*8:30-9:30 p.m.* Reactor Panel and Questions: Dr. Robert Boyd, Professor of Adult Education, the University of Wisconsin, Madison; Mr. Prenton Kallenberger, Dean of Adult Education, Milwaukee Technical College; Mr. Burton Kreitlow, Professor of Adult Education, the University of Wisconsin, Madison.

*7:00 p.m.* Bus leaves from in front of Mitchell Hall to Civic Center. Sections A and B Instructors.

*Wed. — 9:00-9:45 a.m.* Father John Maurice, Executive Director of the Council for Spanish Speaking, Milw.: *Special Problems of the Spanish Speaking Student.*

*9:45-10:15 a.m.* Reactor Panel and Questions: Father Kevin Heagerty, Director of the Racine Spanish Center; Mr. Alejandro Nieri, Education Coordinator, United Migrant Opportunity Services, Inc., Milwaukee; Mr. Isidro Villa, Adult Basic Education Coordinator, Waukesha County Technical Institute.

*10:15-10:30 a.m.* Coffee.

*10:30-11:30 a.m.* Small Group Discussion.

*8:30 a.m.* Bus leaves from in front of Mitchell Hall to Civic Center. Section B *only*. (Since the Wednesday a.m. "Summer Adult Education Conference" is about the Spanish speaking ABE student those Group B students who prefer to attend the "Language and Social Stratification" Special Session may do so.)

*July 22, Tues. — 7:15-9:15 p.m.* **OPPORTUNITIES INDUSTRIAL EDUCATION CENTER,** 2947 North 3rd Street. Mrs. Brown, Evening Supervisor; Mrs. Lancelin, Educational Director.

*6:50 p.m.* Bus leaves from in front of Mitchell Hall. Section A *only*.

*July 24, Thurs. — 7:15-9:15 p.m.* **OPPORTUNITIES INDUSTRIAL EDUCATION CENTER,** 2947 North 3rd Street. Mrs. Brown, Evening Supervisor; Mrs. Lancelin, Educational Director.

*6:50 p.m.* Bus leaves from in front of Mitchell Hall. Section B *only*.

## SPECIAL SESSIONS FOR AUGUST INSTITUTE

*August 5, Tues. — 9:00-1 :00 a.m.* **URBAN SYMPOSIUM:** (Sponsored by the UWM School of Education). Dr. McCorry, Washington, D.C. (visiting summer professor at the Berkley Campus, Oakland, California): General Topic — *The Educational and Sociological Aspects of Inner City Education.* UWM Union Ballroom. Sections A and B. 8:50-9:40 Institute class will not meet.

*August 5, Tues. — 2:00 p.m.* **URBAN SYMPOSIUM:** An informal discussion with Dr. McCorry. Pearse Hall Auditorium. Sections A and B. 2:00 classes will not meet.

*August 5, Tues. — 3:15 p.m.* **INSTRUCTIONAL MEDIA LABORATORY OF UWM:** Robert Bieniek, Coordinator of Media Distribution, UWM: *Audio-Visual Aids.* Bolton Hall, room 52. Sections A and B.

*August 5, Tues. — 7:15-8:30 p.m.* **OPPORTUNITIES INDUSTRIAL EDUCATION CENTER,** 2947 North 3rd Street. Mrs. Brown, Evening Supervisor; Mrs. Lancelin, Educational Director. 6:50 p.m. Bus leaves from in front of Mitchell Hall. Section A *only.*

*August 6, Wed. — 7:15-8:30 p.m.* **OPPORTUNITIES INDUSTRIAL EDUCATION CENTER,** 2947 North 3rd Street. Mrs. Brown, Evening Supervisor; Mrs. Lancelin, Educational Director. 6:50 p.m. Bus leaves from in front of Mitchell Hall. Section B *only.*

*August 7, Thurs. — 3:15 p.m.* **INSTRUCTIONAL MEDIA LABORATORY OF UWM:** James Cheski, Coordinator of Instructional Graphics, UWM: *Instructional Graphics.* Sections A and B.

*August 12, Tues. — 9:00-10:00 a.m.* **URBAN SYMPOSIUM:** (Sponsored by UWM School of Education). Dean Richard H. Davis, UWM moderator. Panel Discussion: *A Blueprint for Milwaukee.* Sections A and B. 8:50-9:40 class will not meet.

*August 12, Tues. — 3:15 p.m.* **INSTRUCTIONAL MEDIA LABORATORY OF UWM:** Marianna Markowitz, Curriculum Librarian and Helen Lekan, Coordinator of Computer Assisted Instruction, UWM: *Materials of Instruction.* Bolton Hall room 52. Sections A and B.

*August 13, Wed. — 10:50 a.m.* **SEMINAR: TESOL Institute in ABE:** Dr. James Alatis, Georgetown University, Assistant Dean of Language and Linguistics, Executive Secretary of TESOL, Consultant in institute and higher education support in ABE: *The TESOL Organization.* Mitchell Hall, room 117. Sections A and B. (NOTE: Both sections meet together.)

*August 13, Wed.—7:00-8:00 p.m.* **EL CENTRO HISPANO-AMERICANO:** Tour conducted by Mrs. Helene Aqua, Adult Basic Education Director.

*6:30 p.m.* Bus leaves from in front of Mitchell Hall for El Centro, 524 W. National Ave. Section A *only.*

*August 14, Thurs. — 10:50 a.m.* **SEMINAR: TESOL Institute in ABE:** Jesus Salas, Director of United Migrant Opportunity Services: *Federal Migrant Programs.* Mitchell Hall, room 117. Sections A and B. (NOTE: Both sections meet together.)

*August 15, Fri. — 3:15 p.m.* **INSTRUCTIONAL MEDIA LABORATORY OF UWM:** Gary Olson, Coordinator of T.V., UWM: *Instructional T.V.* Fine Arts Building (old) room 60. Sections A and B.

*August 19, Tues. — 10:50 a.m.* **SEMINAR: TESOL Institute in ABE:** Dr. Robert F. Fox, University of Illinois, TESOL Consultant.

Mitchell Hall, room 117. Sections A and B. (Sections meet together.)

*August 20, Wed.—7:00-8:00 p.m.* **EL CENTRO HISPANO-AMERICANO:** Tour conducted by Mrs. Helene Aqua, Adult Basic Education Director.

*6:30 p.m.* Bus leaves from in front of Mitchell Hall for El Centro, 524 W. National Ave. Section B *only*.

*August 21, Thurs. — 10:50 a.m.* **SEMINAR: TESOL Institute in ABE:** Mr. J. W. Jones-Robinson, Associate Director for Administration and Management of the Community Relations and Social Development Commission in Milwaukee County. Mitchell Hall, room 117. Sections

**ABE/TESOL INSTITUTE SEMINAR**

"The Educational Challenge of the Spanish-Speaker"

Father John Maurice, Director
El Centro Hispano-Americano
Milwaukee, Wisconsin

Mr. Isidro Villa, Co-ordinator — ABE
Waukesha County Technical Institute

Mr. Villa will react to Father Maurice's comments
both as an ABE professional and as a
member of the Spanish-speaking community

Thursday, August 7, 10:00 a.m.
Room 117, Mitchell Hall

Group A and B meet together
Regular 10:00 classes cancelled

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Milwaukee, Wisc. 53215

Mrs. Teresa Gomez
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Milwaukee, Wisc. 53216

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Milwaukee, Wisc. 53202

Miss Luz Rivera
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Milwaukee, Wisc. 53212

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Milwaukee, Wisc. 53201

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South Milwaukee, Wisc. 53172

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Muskegon, Mich. 49441

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# Poor English Gets Scrutiny as Key in Learning Process

By MAUREEN HUNYAN
of The Journal Staff

Educators of adults have recently shown interest in an innovative and sensitive teaching area — the instruction of standard English to blacks who speak in dialect and to newcomers with foreign language backgrounds.

Such speech, usually termed nonstandard English, is generally considered socially unacceptable and grammatically inferior to standard American English.

Some sociologists have suggested that these differences in speech may retard an individual's progress socially and economically.

Educators and language investigators have begun to study these differences in an attempt to understand some of the psychological and technical problems involved in the teaching of standard English.

**Institute at UWM**

A recent institute in adult education at the University of Wisconsin—Milwaukee tried to prepare 150 experienced teachers of elementary and secondary schools to teach the rudiments of standard English to adults with the equivalent of an eighth grade education or less.

The summer institute was one of 18 regional meetings of the 1968-69 academic year funded by the United States office of education.

Institute participants were teachers, teacher-trainers and administrators from private and public schools and agencies around the country.

**2 Sessions Conducted**

The two sessions at the institute, each three weeks long, were managed by Robert F. Roeming, director of the UWM department of language laboratories, and by Dennis R. Preston of Ohio State university.

The first three week session, in July, concentrated on the teaching of standard English to adults with foreign language backgrounds. The second session, in August, worked on methods of teaching speakers of black dialect.

**Reference to Article**

The institute staff included experts in adult basic education, such as Mrs. Helene Aqua, of the Milwaukee Spanish center; specialists in folklore and anthropology, such as Patrick Mullen of the University of New York, and experienced teachers, like Carl James, who taught English to London workers and is currently teaching at the University College of North Wales.

One of the references used in the institute was an article by William A. Stewart of the Center for Applied Linguistics, Washington, D. C.

Stewart, an expert in sociolinguistics, made the following statement about American black dialect which summarizes the new attitude being taken today toward nonstandard English:

**View Is Changing**

"Traditional English teachers are rapidly abandoning the older "sloppy speech" and "lazy tongue" views of nonstandard English in favor of a realization that it usually represents the speaker's use of some language system which, even though it may differ from standard English in form and sometimes even in function, is nevertheless logical, coherent and (in its own way) grammatical."

The institute staff has now become a source of materials for other educators and teacher training agencies.

A series of tested exercises and drills were compiled by the staff for distribution to language teaching centers around the country. The staff, in addition, will publish a booklet summarizing the speeches and presentations made during the institute.

*This statement was sent with a small-group photograph of the July participants to their various local newspapers to insure wide dissemination of the work of the Institute. (R.F.R.)*

For the past three weeks _____
(has been a participant, have been participants) in an Institute in Adult Basic Education held at the University of Wisconsin-Milwaukee. A federal project funded by the U.S. Office of Education. This Institute has offered three weeks of intensive instruction in modern techniques of language teaching to be applied in curriculums for teaching standard English to adults having an eighth grade education or less and whose own language is either not English or is a non-standard dialect of English.

The Institute has offered instruction in such areas as: applied linguistics, language and culture, teaching methods, and psychology of the adult learner. Opportunities have been provided for demonstration and experimental teaching, and for the evaluation of existing and potential curriculums and instructional materials. In addition to these specific areas of instruction, the Institute curriculum has been articulated to meet the needs of the participants with at least two different backgrounds in teaching: one group concentrated on the problems of ABE directed at Black speakers of non-standard English, while another group worked on problems of teaching adults with various foreign language backgrounds.

Particular attention has been paid to the evaluation of language instruction in the light of cultural as well as linguistic criteria. The whole problem of attitude toward non-standard dialects has been examined, and means to encourage positive objective attitudes have been suggested. For example, by showing that any dialect is complex and self-consistent, it has been possible to dispel commonly held misconceptions about the linguistic (and therefore intellectual) simplicity and primitivism of non-standard speakers.

The ultimate objective of this Institute has been to train and upgrade a number of culturally and linguistically sophisticated language teachers for ABE, in the hope that their skills will contribute to the removal of linguistic barriers to full participation in society by those whose linguistic backgrounds differ from, but are not inferior to those of speakers of Standard American English

Special sessions during the Institute have included visits to local ABE centers, symposia and conferences. Special presentations have included those by: Dr. Roger Shuy, Director of the Sociolinguistic Program at the CAL, and his associates; Professor Eugène Brière, USC; and Professor Harris, Director of the Americal Language Institute, Washington, D.C. and national president of TESOL (Teachers of English to Speakers of Other Languages).

The Institute has been managed through the Department of Language Laboratories of UWM, Dr. Robert Roeming, Director. Mr. Dennis Preston, The Ohio State University, has been the Curriculum Director.

*The following letter was distributed with photographs of August participants.*

The University of Wisconsin - Milwaukee

MILWAUKEE, WISCONSIN 53201

DEPARTMENT OF LANGUAGE LABORATORIES
of the College of Letters and Science
Institute in Adult Basic Education
(A TESOL Project)

AREA CODE 414: 228-4314

November 1, 1969

City Desk Editor

Dear Sir:

The enclosed photograph includes members of your community who attended the Adult Basic Education Institute at the University of Wisconsin-Milwaukee during the summer of 1969. This institute was financed by the United States Office of Education to train teachers in the teaching of English to speakers of non-standard English who are adults and have achieved the equivalent of an eighth grade education or less. In short, these members of your community have committed themselves to educate those who are functionally illiterate so that they can become economically stabilized in productive labor. At present, it is estimated that about thirty-five million persons in the United States are so poorly trained to use the standard language of this country that they cannot maintain themselves in permanent gainful employment. That this is a social evil of first magnitude need not be underscored.

I would, therefore, appreciate having the work of these individuals brought to the attention of your readers through picture and word. If further information is needed, it will be sent on request. Should you publish this photograph, may we have a copy of the issue of your paper in which it appears.

Sincerely yours,

Robert F. Roeming

Robert F. Roeming
Executive Director

RFR/fe

Name _____

## CHECKLIST FOR TEXTBOOK EVALUATION

1. Title of book. Author. Publisher. Date of publication.

2. This book is appropriate for what group or groups of students?
   a. age level? _____
   b. sex? _____
   c. ethnic background? _____
   d. socio-economic level? _____
   e. special interests? _____

3. This book is useful for teaching the following:
   a. aural-oral English? _____
   b. pronunciation drills? _____
   c. vocabulary building? _____
   d. situational dialogues? _____
   e. pattern practices? _____
   f. reading? _____
   g. writing? _____
   h. anything else? _____

4. What methods are used for aural-oral instruction?
   a. dialogues and pattern practices? _____
   b. other? _____

5. What level of student is the aural-oral instruction aimed at?
   a. beginning (grades 0-3) _____
   b. intermediate (grades 4-6) _____
   c. advanced _____

6. What reading level is this material?
   a. beginning (grade 0-3 _____
   b. intermediate (grade 4-6) _____
   c. advanced (grade 7-8) _____

7. Briefly evaluate the book in terms of your own teaching situation. Why or why not do you think it would be useful "as is"?

8. Could the book or portions of it be readily adapted to make it more useful in your situation?

## CHECKLIST FOR ABE — ESL TEXTBOOK EVALUATION

**(Revised)**

1. Title of the book. Author. Publisher. Date of Publication.

2. This book is appropriate for what group or groups of students?
   a. Age level? _____
   b. Sex? _____
   c. Ethnic background? _____
   d. Socio-economic level? _____
   e. Special interests? _____

3. This book is useful for teaching the following:
   a. Pronunciation drills _____
   b. Vocabulary building? _____
   c. Situational dialogues? _____
   d. Pattern practices? _____
   e. Reading? _____
   f. Writing? _____
   g. Anything else? _____

4. What level of student is the instruction aimed at? — General English Competence excluding reading.
   a. Beginning? _____
   b. Intermediate? _____
   c. Advanced? _____

5. What reading level is this material?
   a. Beginning (grades 0-3) _____
   b. Intermediate (grades 4-6) _____
   c. Advanced (grades 7-8) _____

6. Briefly evaluate the book in terms of your own teaching situation. Why or why not do you think it would be useful "as is"?

7. Could the book or portions of it be readily adapted to make it more useful in your situation?

8. If this text is not valuable "as is" and is not modifiable for this classroom, could it be used as a teacher's text?

Name _____

## PARTICIPANT QUESTIONNAIRE

**(Pre-session)**

A. List your primary objectives for adult learners. Include behavioral, occupational and other objectives as well as educational ones. (Please number all lists and rank them in importance.)

B. List your responsibilities as a teacher of adults. Includes what you feel are personal responsibilities as well as those things you are asked to do.

C. List your needs as a teacher of adults. Include personal and experiential needs as well as academic ones.

D. What do you expect to get from this institute? Again list personal and experiential goals as well as academic ones.

Name _____

## PARTICIPANT QUESTIONNAIRE

**(Post-Session)**

A. List your primary objectives for adult learners. Include behavioral, occupational and other objectives as well as educational ones. (Please number all lists and rank them in importance.)

*Objectives for Students*

I. Educational
   A. Skills
      1. Language
      2. Math
      3. Sociology
      4. Vocational
   B. Religious

II. Behavioral/Attitudinal
   A. Learning
   B. Personal
   C. Acculturation
   D. Vocational

B. List your responsibilities as a teacher of adults. Include what you feel are personal responsibilities as well as those things you are asked to do.

*Responsibilities as Teachers*

I. Personal
   A. Social Consciousness
   B. Interpersonal/Rapport

II. Professional
   A. Methods and Curriculum
      1. Relevance
      2. Skills
      3. Efficiency
      4. Variety
      5. Resources
      6. Media and Materials
      7. Stimulation

C. List your needs as a teacher of adults. Include personal and experiential needs as well as academic ones.

*Needs as Teachers*

I. Educational
   A. Language
   B. Sociology
   C. Practicum
      1. Methods
      2. Curriculum
      3. Material
      4. Applied Psychology
      5. Resources

D. What do you expect to get from this institute? Again list personal and experiential goals as well as academic ones.

*Expectations*

I. Educational
   A. Language/Sociolinguistics
   B. Practical (Methods)
   C. Materials
   D. Applied Psychology

II. Professional
   A. Job Advancement
   B. Contribution to Field

III. Personal

IV. Financial

# The University of Wisconsin - Milwaukee

MILWAUKEE, WISCONSIN 53201

DEPARTMENT OF LANGUAGE LABORATORIES
of the College of Letters and Science
Institute in Adult Basic Education
(A TESOL Project)

AREA CODE 414: 228-4314


November 10, 1969

I am enclosing your certificate which verifies your participation in the Adult Basic Education Institute of the Summer of 1969. I hope that it will be a reminder of three weeks well spent, of your interest in advancing the English language skills of adults who need them to gain economic stability, and of persons with whom you enjoyed sharing this experience.

I am also for the latter reason including a photograph, or several, which will recall more vividly those whom you met here. Where possible, we have also sent a photograph to your local newspaper, so that your contribution to solving the problems of your community may be recognized.

We are now working on next year's proposal, hoping that we shall have an advanced workshop which may attract you back to our campus.

Sincerely yours,

Robert F. Roeming

Robert F. Roeming
Executive Director

RFR/fm
Enclosures

# ABE-TESOL

This is to certify that _____ has successfully completed a three-week course of study in the teaching of standard English to adults who have an eighth grade education or less and whose first language is one other than English or a nonstandard dialect of English. The institute was sponsored by the United States Office of Education and was administered by the Department of Language Laboratories of the University of Wisconsin--Milwaukee.

_____

Robert F. Roeming, Executive Director

July 23, 1969

Released by: Dr. Robert F. Roeming, Director

Subject: Available tapes of the Language and Social Stratification Seminar held at University of Wisconsin-Milwaukee from July 15-17, 1969.

*Language and Social Stratification Symposium*

Series LC-11-B through LC-22-A

| | |
|---|---|
| LC-11-B | "Distinctive Characteristics of Negro Non-Standard and Reading" by Joan Baratz (Cont. on LC-21-A) |
| LC-12-A | "Introduction to Sociolinguistics" by Roger Shuy and Walter Wolfram |
| LC-12-B | "Non-White Features of Negro English" by William Stewart |
| LC-13-A-B | "English Phonology: Special Reference to Negro Non-Standard and Standard English" by Roger Shuy and Walter Wolfram |
| LC-14-A-B | "Grammar and the Teaching of Standard English" by Ralph Fasold and William Stewart |
| LC-15-A | "Language Development in Children" by Joan Baratz |
| LC-15-B | "Oral Language Methods for Negroes" by Ralph Fasold |
| LC-16-A-B | "Grammatical and Phonological Characteristics of Black English" by Ralph Fasold and Walter Wolfram |
| LC-17-A-B | "Dialect Interferences to Reading" by Joan Baratz and William Stewart |
| LC-18-A-B | "Research Design and Field Techniques In Urban Language Study" by Roger Shuy |
| LC-19-A-B | "Phonological Indices of Social Stratification" by Walter Wolfram |
| LC-20-A-B | "Grammatical Indices of Social Stratification" by Ralph Fasold |

LC-21-A "Distinctive Characteristics of Negro Non-Standard and Reading" by Joan Baratz (Concluded from LC-11-B)

LC-21-B "Literary Records of Negro Speech" by William Stewart

LC-22-A "Research Tape: Social Dialects in Detroit" by Roger Shuy

**SUPPLEMENTARY LIST**

Available tapes of the Adult Basic Education (TESOL) Institute

Series LC-23 through LC-27

LC-23-A "Applied Linguistics: Contrastive Analysis English-Spanish — Consonants" by James Stalker
"Language and Culture: Cures (Mexican-American Folk Remedies)" by Patrick Mullen

LC-23-B "Language and Culture: Sustos and Curenderos (Mexican-American Culture)" by Patrick Mullen
"Applied Linguistics: Contrastive Analysis English-Spanish — Morphology" by James Stalker

LC-24-A-B "The Adult Learner: Stigma" by Daniel Rose

LC-25-A "Applied Linguistics: Contrastive Analysis Spanish-English — Vowels" by James Stalker

LC-25-B "Language and Culture: Mexican American Folk-Beliefs (esp. The "Evil Eye")" by Patrick Mullen (Cont. on 25-B)

LC-25-B "Language and Culture: Mexican American Folk-Beliefs (esp. The "Evil Eye")" by Patrick Mullen (Conclusion)

LC-26-A "Language and Culture: Corridos" by Patrick Mullen
"Methods: Sentence Patterns" by Carl James (Contin. on 26-B)

| | |
|---|---|
| LC-26-B | "Methods: Sentence Patterns"<br>by Carl James (Conclusions)<br>"The Adult Learner: Awareness<br>of Social Structure"<br>by Daniel Rose |
| LC-27-A | "Language and Culture: Mexican-<br>American Tales"<br>by Patrick Mullen<br>"Methods: Substitution Drills"<br>by Carl James |
| LC-27-B | "The Adult Learner: The White American<br>Teacher"<br>by Daniel Rose |